

Whaley Thorns Primary School and Nursery

Design & Technology Progression Grid

	Foundation Year One	Year One Year Two	Year Three Year Four	Year Four Year Five	Year Five Year Six
Design	-Notice DT elements in a range of books -Say something that they are going to make -Choose materials for a specific purpose - Generate ideas and design products for a purpose, sharing these with others (via drawings or discussion)	- Generate ideas and design products for a purpose, sharing these with others (via drawings or discussion)	- Use research and develop design criteria to inform the design of innovative, appealing, functional products - Use annotated sketches to communicate this	- Use a set of design criteria to develop a suitable enterprise product aimed at a certain group - Use cross sectional, exploded diagrams, prototypes, pattern pieces and Computer Aided Design	- Use a set of design criteria to develop a suitable enterprise product aimed at a certain group - Use cross sectional, exploded diagrams, prototypes, pattern pieces and Computer Aided Design
Make	-Fold, tear and stick paper in different ways -Use scissors accurately -Use a variety of methods to attach paper - pva glue, pritt stick, sellotape, blu tack, treasury tags, elastic bands, split pins -Use a hole punch accurately -Begin to use simple flaps and sliders -Use paper for weaving	- Make a variety of different imaginative designs out of a range of construction materials - Refine fine motor skills, e.g. threading, tracing, cutting - Cut and join materials - Create a card with simple levers or sliders	- Use reclaimed/ recycled materials to make a structure - Demonstrate how to join materials to make a simple lever slider for a pop-up book/card - Select from and use a wider range of tools and equipment to perform practical tasks (cutting,	- Use reclaimed/ recycled materials to make a structure - Demonstrate how to join materials to make a simple lever slider for a pop-up book/card - Select from and use a wider range of tools and equipment to perform practical tasks (cutting,	- Investigate and make a simple pulley system - Use a range of stitches to join (with a focus on the appearance and consistency of stitches) - Select from and use a wider range of materials, tools and components, including construction materials, textiles and ingredients, according to

	-Use a hammer and nails to fasten wood together - Make a variety of different imaginative designs out of a range of construction materials - Refine fine motor skills, e.g. threading, tracing, cutting - Cut and join materials - Create a card with simple levers or sliders		shaping, joining and finishing), accurately - Apply knowledge of simple electrical circuits (including buzzers, batteries and bulbs) for a specific purpose - Use a range of stitching techniques to practise sewing	shaping, joining and finishing), accurately - Apply knowledge of simple electrical circuits (including buzzers, batteries and bulbs) for a specific purpose - Use a range of stitching techniques to practise sewing - Investigate and make a simple pulley system - Use a range of stitches to join (with a focus on the appearance and consistency of stitches) - Select from and use a wider range of materials, tools and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	their functional properties and aesthetic qualities
Evaluate	-Say something about the use of paper in published books -Show resilience when encountering problems. - Say something positive about what they have made -Suggest an improvement to their work	- Evaluate own ideas	- Disassemble packaging (to look at nets and shapes) and apply this knowledge to make their own packaging - Look at a range of ways of adding strength to a structure	- Disassemble packaging (to look at nets and shapes) and apply this knowledge to make their own packaging - Look at a range of ways of adding strength to a structure	- Test out a range of decorative finishing techniques to decide which is most effective - Demonstrate triangulation and understand how triangles add strength



	- Evaluate own ideas		- Evaluate and improve own work and suggest changes	- Evaluate and improve own work and suggest changes - Test out a range of decorative finishing techniques to decide which is most effective - Demonstrate triangulation and understand how triangles add strength - Critically evaluate and improve own work, suggesting changes	- Critically evaluate and improve own work, suggesting changes
Technical Knowledge	-Use specific words when manipulating paper -Use specific words when joining materials -Begin to understand how skills can be related to adult jobs - Build a structural mechanism using large scale construction and then improve it (make it stiffer/stronger) - Explore and use mechanisms (levers, sliders, wheels, and axles)	- Build a structural mechanism using large scale construction and then improve it (make it stiffer/stronger) - Explore and use mechanisms (levers, sliders, wheels, and axles)	-Generate, develop, model and communicate ideas through talking, drawing and devising mock ups	-Generate, develop, model and communicate ideas through talking, drawing and devising mock ups - Understand different input and output processes - Generate, develop, model and communicate ideas through talking, drawing, devising mock ups and where appropriate using computing	- Understand different input and output processes - Generate, develop, model and communicate ideas through talking, drawing, devising mock ups and where appropriate using computing



Cooking and Nutrition	-Understand how to make simple baking items. -Know that there are many different types of food around the world -Can name some healthy foods -Begin to peel, cut and spread food items with support -Talk about the eat well plate and suggest healthy food swaps - Safely cut, chop, peel and spread a range of food items - Evaluate an existing food product and plan and make a similar food product (showing awareness of food health, safety and hygiene) using relevant tools and materials - Discuss where different foods come from (plants and animals -farmed, grown, caught)	-Talk about the eat well plate and suggest healthy food swaps - Safely cut, chop, peel and spread a range of food items - Evaluate an existing food product and plan and make a similar food product (showing awareness of food health, safety and hygiene) using relevant tools and materials - Discuss where different foods come from (plants and animals -farmed, grown, caught)	- Plan, prepare and cook savoury and sweet dishes (building on knowledge of food health, safety and hygiene) - Demonstrate a range of cooking techniques chopping, kneading, grating, mixing etc - Research different food products and where they are grown, farmed and caught	- Plan, prepare and cook savoury and sweet dishes (building on knowledge of food health, safety and hygiene) - Demonstrate a range of cooking techniques- chopping, kneading, grating, mixing etc - Research different food products and where they are grown, farmed and caught - Demonstrate an understanding of the importance for correct preparation and cooking of raw meat (to be modelled by the teacher) - Create, plan, prepare and cook a healthy evening meal using a heat source - Demonstrate a range of cooking techniques -chopping, kneading, grating, mixing etc	- Demonstrate an understanding of the importance for correct preparation and cooking of raw meat (to be modelled by the teacher) - Create, plan, prepare and cook a healthy evening meal using a heat source - Demonstrate a range of cooking techniques -chopping, kneading, grating, mixing etc
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